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ABSTRACT

Presented are the Canadian national standards for programs training Level I and Level II personnel to work with mentally and developmentally handicapped children and adults within the community. Stressed are the principle of normalization and the prevention of institutionalization as part of the long range plan to develop comprehensive community service systems across Canada. Twelve major terms used in the document such as normalization are defined. Outlined are entrance requirements to Level I and Level II programs, organization of programs, and course credits. Minimum competencies of Level I graduates are listed such as an understanding of the principle of normalization and the performance of basic daily routines. Both academic instruction and applied training are included in the 1 year program. Level II graduates are required to have additional competencies in areas such as behavior modification and in an area of specialization. An additional year of academic and applied training comprise the Level II program. Program registration and upgrading procedures are given. Included among the appendixes are addresses of regional chairmen and the complete application for program registration. (DB)

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ED 074662

STANDARDS
FOR PERSONNEL TRAINING
IN
MENTAL RETARDATION
AND
RELATED DEVELOPMENTAL HANDICAPS

EC 051 463E

FEBRUARY 1973

Sponsored by: Canadian Association for the Mentally Retarded Association Canadienne pour les Déficients Mentaux

A C K N O W L E D G E M E N T

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FOREWORD

The preparation of personnel in mental retardation and related developmental handicaps is a critical factor in determining how experiences of handicapped individuals will be normalized. Normalization involves making available to the handicapped patterns and conditions of everyday life which are as close as possible to those of the mainstream of society. This principle is gaining acceptance in habilitation and rehabilitation fields and is increasingly being recognized to supply both a philosophical rationale and a basis for action on behalf of the developmentally handicapped.

Corresponding to the developing philosophy of normalization, there is an increasing emphasis on the prevention of institutionalizing handicapped individuals. In view of the fact that many individuals cannot function on a solely independent basis in the community, a continuum of sheltered living arrangements and related services (developmental day care, vocational/occupational, etc.) must be available. In view of present and future developments, the standards contained in this document have relevance for personnel presently employed in a variety of services. In addition, they have relevance for personnel who will be employed within many different community based services--specialized and generic--which we expect to be developed on a large scale in the future. These standards for manpower development are complementary to the long-range plan of the National Institute on Mental Retardation: namely, to develop comprehensive community service systems in communities across Canada (for details of this plan contact the ComServ staff at the National Institute on Mental Retardation).

The development of National Standards could not have taken place without the co-operation of numerous agencies including community colleges, provincial departments of rehabilitation, health, welfare, social development, education, and others. The implementation of National Standards depends on maintaining this high degree of national and regional co-operation. The need for continuous co-operation was anticipated and is realized in the creation and development of Manpower Advisory Councils on both a national and provincial or regional level. In addition, however, the implementation of National Standards requires the co-operation of numerous individuals, groups, and agencies: federal and provincial departments relating to health and welfare, provincial departments of education, community colleges, professionals, and present and prospective personnel in the developmental handicap fields. There is every indication that such inter-agency commitment as well as inter-provincial and provincial-national co-operation will be forthcoming.

Malcolm G. Taylor
Chairman
National Manpower Advisory Council

Toronto
February, 1973

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O B J E C T I V E S

It is hoped that this document will help to achieve the following objectives.

1. Ensure a satisfactory minimum standard of performance by all Level I and Level II graduates across Canada.
2. Provide a base of training for the later establishment of Level III and Level IV training.
3. Guide training facilities in the development and/or operation of programs preparing personnel to work with developmentally handicapped persons.
4. Recognize and support the need for each province/region to develop programs to meet its particular service requirements.
5. Establish at the National Institute on Mental Retardation a registry of programs meeting minimum standards for the preparation of personnel.
6. Permit mobility of graduates across Canada.

In order to assist you in achieving registration of your programs, the National Institute on Mental Retardation has prepared several publications, e.g. curriculum guides for Level I and Level II, resource bibliographies, etc. These materials are available on request from the Manpower Division of the National Institute on Mental Retardation, Kinsmen NIMR Building, York University Campus, 4700 Keele Street, Downsview, Ontario.

G. Allan Roeher, Ph.D.
Director
National Institute on
Mental Retardation

Clarification of Terminology

(Items marked with an asterisk (*) in the text of this document are explained below).

Academic credit	corresponds to one semester hour.
Community support services	refer to generic services for both handicapped and non-handicapped persons, and specialized services designed to meet the special needs of handicapped persons. Included are provincial Associations for the Mentally Retarded, vocational training and employment centres, developmental day care facilities, preschools, elementary and secondary schools, hospitals, citizen advocacy, etc.
He, him, his	refer throughout to individuals of either sex.
National Manpower Advisory Council	refers to a body representative of agencies concerned with training at a national level. This Council has served as an advisory and resource group for the National Manpower Project since the fall of 1971. For terms of reference see Appendix A.
National Standards	refers to the standards currently set down in Section I of this document. These represent minimum standards only and are subject to revision.
Normalization	involves making available to the handicapped, patterns and conditions of everyday life which are as close as possible to those of the mainstream of society.

Practicum credit	corresponds to the acquisition of approximately 100 hours of practical training and experience in one of the practicum settings designated.
Program advisory committee	is normally established by a training facility to advise a program or programs. Regional Manpower Council membership can be drawn upon in forming a program advisory committee.
Regional Manpower Advisory Council	refers to a regional body representative of agencies and individuals concerned with training at a provincial level. For terms of reference and Chairmen of Councils presently formed, see Appendix B.
Service settings	includes provincial Associations for the Mentally Retarded, vocational training and employment centres, developmental day care facilities, preschools, elementary and secondary schools, hospitals, citizen advocacy offices, residences, etc.
Training facility	refers to such educational institutions as community colleges, technical and vocational institutes, extension departments of the above, CEGEP's, government operated training programs, etc.
Upgrading programs	are intended specifically for persons who have already acquired a significant number of relevant competencies by virtue of formal qualifications and/or a significant period of work experience. Competencies which are lacking and which are essential to efficient functioning should be gained in the upgrading process.

SECTION I: NATIONAL STANDARDS

I.1 Entrance Requirements: Level I and Level II

The training facility*shall determine entrance requirements. Completion of secondary education or its equivalent is considered a desirable academic requirement. It is strongly encouraged that prospective students test their personal suitability by seeking experience with developmentally handicapped persons prior to beginning their training.

I.2 Organization of Program

I.2.1 Essential Program Elements

Programs shall have the following components:

a) person(s) to maintain liaison between the training facility and practicum agencies to ensure continuity of academic with applied experiences;

b) evaluation of all aspects of the program including the relationship between academic and applied training;

c) staff who are competent to teach academic portions of the curriculum;

d) staff who are competent to teach and supervise in applied training settings;

e) other permanent, part-time, or sessional staff to act as resource persons and/or provide areas of specialization, e.g. speech development, physiotherapy.

I.2.2 Recommended Qualifications for Instructional Staff

a) Instructors primarily involved in the academic portion of the program should have an appropriate university degree and a minimum of one year of relevant experience.

b) Instructors primarily involved in the applied training portion of the program must have graduated from a recognized post-secondary program in their area of specialization, and have a minimum of two years of practical experience working directly with developmentally handicapped persons.

I.2.3 Letter of Agreement

When a practicum setting is not under the direct jurisdiction of the training facility, a letter of agreement shall be signed by both parties. This letter shall specify:

a) responsibilities of the training facility;

b) responsibilities of the practicum agency;

c) process of evaluation of the program and its students;

d) length of the contract.

I.2.4 Student Records

Training facilities shall maintain individual student records which specify the academic and applied training credits obtained, competencies achieved, and a summary of all training placements together with an overall assessment of the student.

I.2.5 Program Advisory Committee

It is desirable for a training facility to establish a program advisory committee.*

I.3 Course Credits

I.3.1 Academic Credit*

Each unit of fifteen instructional hours in any given area is equal to one academic credit.

I.3.2 Practicum Credit*

Each unit of 100 hours of applied instruction directed toward the development of defined competencies is equal to one practicum credit.

I.4 Minimum Competencies of Level I Graduates

a) Understand the philosophy of normalization* and take positive steps to bring handicapped individuals as close as possible to the activities and expectations of typical, everyday life.

b) Relate to developmentally handicapped individuals with empathy and sensitivity.

c) Serve as a behavioural model for developmentally handicapped individuals.

d) Using learning and training aids where applicable, encourage developmentally handicapped individuals to participate in activities of daily living such as

- basic socialization
- personal hygiene
- grooming
- dressing
- eating
- toilet training
- bathing

e) Perform other basic daily routines such as

- care of equipment
- other duties as assigned

f) Assist in service areas such as

- preschool/developmental day care
- home care/home strengthening
- residences
- recreation and play
- leisure
- vocational training
- occupational therapy
- nursing

g) Maintain basic health practices such as

- provide first aid (requires valid First Aid Certificate)
- control cross infections

- lift, move, position physically disabled persons as necessary
- use resting splints, walkers, wheelchairs, and tricycles

h) Observe and record individual development and progress.

i) Communicate effectively both orally and in writing.

j) Function as a team member, forming effective relationships with handicapped individuals, parents, and co-workers.

I.5 Level I Course of Studies

Level I training extends over a period of one year, approximately half of which is devoted to academic instruction and half to the attainment of required competencies.

I.5.1 Academic Instruction

A minimum of 24 academic credits is required for graduation, selected in such a way as to develop the competencies listed for Level I workers (Section I.4 above). Recommended areas of study are

- the principle of normalization in services to the handicapped
- mental retardation--causes and prevention
- learning and development
- behavioural management
- observational techniques and report writing
- human relations
- planning daily and social life
- applied activities in recreation and leisure
- health maintenance and basic pharmacology

I.5.2 Applied Training

A total of eight practicum credits is required for graduation as a level I worker. A minimum of five different service settings* shall be utilized in acquiring practicum credits.

I.6 Minimum Competencies of Level II Graduates

I.6.1 General Competencies

In addition to possessing all competencies listed for Level I graduates (Section I.4 above), graduates of Level II shall also possess the following competencies.

a) Contribute to program development for a group or individual by

- administering, scoring, and interpreting at least three scales used in the assessment of functioning levels
- utilizing task analysis to develop training programs for developmentally handicapped individuals

b) Conduct programs designed to meet individual needs in the following areas

- sensory stimulation
- activities of daily living
- socialization
- gross and fine motor development
- leisure activities
- pre-occupational and vocational training programs

c) Understand and utilize the principles of behaviour modification.

d) Assist in the development of appropriate behaviour by

- reinforcing appropriate behaviour
- recognizing factors leading to inappropriate behaviour
- utilizing established procedures for management of behaviour

e) Maximize learning opportunities.

f) Educate and sensitize developmentally handicapped individuals to observe basic rules of safety in daily living.

g) Control epileptic seizures and diabetic comas.

h) Differentiate among main categories of physical handicaps.

I.6.2 Areas of Specialization

In addition to general competencies listed above, Level II graduates shall demonstrate specialized competencies in one of the areas listed below.

I.6.2.1 Preschool/Developmental Day Care Services

- establish programs and learning situations which meet the needs of developmentally handicapped individuals
- motivate and activate individuals to participate in activities e.g. games, sports, visits
- be aware of the range of local community services and the potential mobility of handicapped individuals among these
- develop a close working relationship with other local preschools and day care centres and organize reciprocal exchange visits
- expose the handicapped individual to a series of experiences which will prepare him for independent or less dependent living
- utilize transfer procedures from special facilities for handicapped individuals to regular preschools, schools, or day care centres
- involve, advise, and work with parents in planning for their child
- encourage and use volunteers with a view to individualizing learning as much as possible
- be familiar with current developments in play equipment, educational toys, self-correcting learning materials, equipment for perceptual and motor development, sensory stimulation, etc.
- structure the physical environment with respect to adequate space, lighting, heat, ventilation, arrangement of furniture, storage of materials, etc.
- develop aesthetic environments by using decor, plants, stimulating colour schemes, etc.

I.6.2.2 Residential Services

- be aware of the range of local community services and the potential mobility of handicapped individuals among these
- exploit opportunities of family life situations to create and foster normal social development
- assist developmentally handicapped individuals in arranging visits to and from parents, relations, friends
- assist individuals in developing a sense of responsibility with respect to activities of daily living e.g. dressing and grooming appropriately, taking care of personal belongings, arranging one's room
- develop skills which permit increased independence e.g. travelling alone, spending money, organizing one's own leisure time
- celebrate special events, occasions, and holidays e.g. birthdays, engagements and marriages, Christmas, etc.

I.6.2.3 Home/Community Services

- assist parents and foster parents to develop and maintain self-help skills of developmentally handicapped individuals in the home setting e.g. eating, drinking, dressing, toilet
- interview and record information accurately
- exploit opportunities of the home situation to create and foster normal social development
- identify specific and individual areas of need and assist parents and foster parents in utilizing community support services* to alleviate these

I.6.2.4 Occupational/Vocational Services

- contribute to the development of an individual's work skills and habits from sheltered through independent employment
- accept the responsibility for organizing and operating workshop training programs to accommodate developmentally handicapped persons of all levels of functioning

- relate to developmentally handicapped workers on an adult basis
- exploit opportunities of work situations to create and foster normal social development
- assist individuals in finding and keeping suitable community employment

I.7 Level II Course of Studies

Level II training, which subsumes Level I requirements, extends over a period of two years. Normally, it is expected that the content of Level I training and that of Level II, Year 1, will be the same in a given training facility. (However, it might be that differences in overall course pattern between facilities will necessitate that students transferring to a second facility for Level II, Year 2, will have to demonstrate specific competencies required by the second facility before they are accepted).

Year 1 is approximately one-half academic instruction and one-half applied training.

Year 2 is approximately one-third academic instruction and two-thirds applied training, both directed towards the acquisition of the specific competencies necessary to function in the student's area of specialization.

I.7.1 Academic Instruction

A minimum of 48 academic credits is required for graduation, selected in such a way as to develop the competencies listed for Level II workers (Section I.6 above). Recommended areas of study are

- the principle of normalization--more applications (with special reference to student's area of specialization)
- specialization area
- learning and development
- independent living skills
- effective communication skills
- teaching strategies
- social psychology
- programming and behavioural management

I.7.2 Applied Training

A minimum of 18 practicum credits is required for graduation. At least ten of these credits shall be obtained in the student's area of specialization.

SECTION II: REGISTRATION PROCEDURES

II.1 The National Manpower Advisory Council* (hereafter referred to as the National Council) will assess submissions for program registration upon request. Those submissions found to be in accordance with the National Standards (Section I of this document) will be registered with the National Institute on Mental Retardation (hereafter referred to as the National Institute).

II.2 Training facilities wishing to register programs shall apply for registration using Form R1 (see Appendix C) prepared by the National Institute.

II.3 The application form for registration (Form R1) will be available from all Regional Manpower Advisory Councils* (hereafter referred to as Regional Councils).

II.4 The completed application form shall be submitted to the Chairman of the appropriate Regional Council.

II.5 The Regional Council will review the application, make appropriate recommendations, and forward five copies of all materials to the Chairman of the National Council.

II.6 The National Council will review the application and advise the National Institute on the suitability of the program for registration.

II.7 Training facilities shall allow six months for the processing of applications from the time of submission to the Regional Council.

II.8 Programs meeting the National Standards will be registered for a period of two years. At the end of this period, training facilities shall re-submit applications for registration, having regard to the National Standards in effect at the time.

II.9 The National Institute will affix its seal to each certificate/diploma issued to graduates of registered programs.

II.10 Training facilities seeking registration for programs which do not conform to the National Standards, shall be advised of all areas of divergence and recommendations shall be made by the National Council as to what changes are necessary for registration.

SECTION III: UPGRADING PROCEDURES

III.1 Upgrading programs* which are offered for persons employed in the field of developmental handicaps are also eligible for registration with the National Institute. In order to obtain registration, the same procedures as outlined in Section II of this document apply.

III.2 Each person successfully completing a registered upgrading program will be granted the certificate/diploma of the Level which he has obtained.

III.3 In-service upgrading programs are apt to vary considerably according to existing qualifications of students, local manpower needs, etc. Because of the idiosyncratic nature of such programs, certain of the National Standards contained in Section I of this document may not stringently apply. Accordingly, upgrading programs may vary in such aspects as duration of program, number of academic hours, and scope of academic curriculum. In many cases applied training requirements may be partially or totally waived depending on the length and quality of the candidate's previous formal training and work experience.

III.4 The required competencies for Level I and Level II graduates do apply. Individuals must therefore undergo training experiences which prepare them for the demonstration of these competencies, as outlined in Sections I.4 and I.6 above.

APPENDIX A

National Manpower Advisory Council

Terms of Reference

1. The Council's official title shall be the National Manpower Advisory Council of the National Manpower Project of the National Institute on Mental Retardation.

2. The Council shall consist of representatives from concerned private and public agencies at the national level and shall have a designated chairman and secretary.

3. The Council shall include representation as indicated by the National Manpower Project and additional representation where this is perceived as necessary.

4. The Council shall use current National Standards as the criteria for recommending the registration of personnel training programs with the National Institute on Mental Retardation.

5. The Council shall continuously review current National Standards, accept recommendations from Regional Manpower Advisory Councils, and make such changes as are deemed necessary in the light of such reviews and recommendations.

6. The base for the secretariat shall be the National Institute on Mental Retardation or an agreed-upon agency.

7. The Council shall receive submissions for personnel training program registration from Regional Manpower Advisory Councils and take appropriate action on these submissions.

National Manpower Advisory Council Chairman:

Dr. M. G. Taylor, Director
Graduate Program in Public
Administration
Faculty of Administrative Studies
York University, 4700 Keele Street
Downsview, Ontario

APPENDIX B

Regional Manpower Advisory Council

Terms of Reference

1. The Council's official title shall be the Regional Manpower Advisory Council of the National Manpower Project of the National Institute on Mental Retardation.

2. The Council shall consist of representatives from concerned private and public agencies at the provincial level and shall have a designated chairman and secretary.

3. The Council shall include representation as indicated by the National Manpower Project and additional representation where this is perceived as necessary.

4. The Council shall use current National Standards as the criteria for reviewing submissions for registration of personnel training programs with the National Institute on Mental Retardation.

5. The Council shall continuously review current National Standards and make recommendations to the National Manpower Advisory Council.

6. The base for the secretariat shall be the appropriate provincial Association for the Mentally Retarded or an agreed-upon agency.

7. The Council shall review, make appropriate recommendations, and forward submissions for program registration to the National Manpower Advisory Council.

Regional Manpower Advisory Council Chairmen/Acting Chairmen

Alberta

Mr. Aubrey Teal
Alberta Association for the Mentally Retarded
9908-109 Street
Cawley Building
Edmonton, Alberta

British Columbia

Mr. Dalton Murphy
British Columbia Association for the Mentally Retarded
221-119 West Pender Street
Vancouver 3, British Columbia

Manitoba

Mr. Alex Berg
Manitoba Department of Colleges and University Affairs
1181 Portage Avenue
Winnipeg 10, Manitoba

Ontario

Mr. Milton Orris
Applied Arts and Technology Branch
Ontario Department of Colleges and Universities
Mowat Block, Queen's Park
Toronto, Ontario

Saskatchewan

Mr. Keith Gannon
Saskatchewan Institute of Applied Arts and Science
Regina, Saskatchewan

New Brunswick

To be announced

Newfoundland

to be announced

Nova Scotia

To be announced

Prince Edward Island

To be announced

Quebec

To be announced

APPENDIX C

FORM R1

APPLICATION FOR REGISTRATION
WITH THE
NATIONAL INSTITUTE ON MENTAL RETARDATION

LEVEL ____ TRAINING PROGRAM

Program registration ____ Program re-registration ____ (check one)

1. Name of training facility:

2. Address of training facility:

3. If Level II program, indicate area(s) of specialization:

4. Upgrading program ____ (if upgrading program is being offered, please check)

5. Region served by the program:

6. Duration of program:

7. Title of graduate as it will appear on the certificate/ diploma:

8. Minimum entrance requirements:

9. Projected yearly enrolment (2 year period):

10. Employment

(a) Qualifications which are a condition of employment:

(b) Qualifications which are acceptable but not a condition of employment:

11. Course Advisory Committee

Applicable ____

Not applicable ____ (check one)

IF APPLICABLE:

(a) List terms of reference of Course Advisory Committee:

(b) List members of Course Advisory Committee and their areas of responsibility:

12. Instructional staff

Outline qualifications, experience, and area(s) of responsibility for each member of the instructional staff:

13. Additional competencies

List competencies of graduates additional to those listed in National Standards (current edition - February, 1973).

14. Academic curriculum

List areas of study, describe content and indicate number of academic credits attaching to each area:

15. Applied training

List practicum settings, describe learning objectives for students in each setting and specify number of practicum credits attaching to each practicum or series of practicums.

16. Student evaluation procedures

Specify.

17. Letter(s) of agreement between training facility and practicum setting(s)

Applicable ____

Not applicable ____ (check one)

If applicable, please attach five (5) copies of each letter of agreement.

If not applicable explain why.

_____	_____
Signature - Title (Person responsible for program)	Signature - Title (Head of training facility)
_____	_____
(Date)	(Date)

FORM R2

RECOMMENDATION OF REGIONAL MANPOWER ADVISORY COUNCIL
ON
APPLICATION FOR REGISTRATION
WITH THE
NATIONAL INSTITUTE ON MENTAL RETARDATION

TO: National Manpower Advisory Council

FROM: _____
(Title of Regional Manpower Advisory Council)

REGARDING: Level ____ Training Program

Submitted by _____
(Name of training facility)

on _____
(Date)

Region _____
(Area served)

Recommended for registration _____
Not recommended for registration _____ (check one)

Comments:

_____
(Signature - Chairman)

_____
(Date)

_____
(Title of Regional Council)

FORM R3

ACTION ON
APPLICATION FOR REGISTRATION
WITH THE
NATIONAL INSTITUTE ON MENTAL RETARDATION

TO: _____
(Name of training facility)

_____
(Title of Regional Manpower Advisory Council)

FROM: National Institute on Mental Retardation

REGARDING: Level ____ Training Program

Submitted by _____
(Name of training facility)

on _____
(Date)

Program registered	____
Program not registered	____

Comments:

_____ _____
(Date) Signature - Chairman, National Manpower Advisory Council

_____ _____
(Date) Signature - Director, National Institute on Mental Retardation